FOTOCOPIADORA
CEHCE 129
Folio 66 S/F 12
D/F -

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Practice Texts for Cohesion (with key)

Classify the selection of items from each of the different texts and discuss their cohesive function.

- For Reference classify the item in the relevant system, state what the referent is and discuss the cohesive function of the reference item.
- For Conjunction classify the item, state which ideas are being related and explain the meaning of the relationship expressed by the conjunctive item.
- For Lexical Cohesion state one possible link for the item, classify the lexical relationship between the two and say whether the relationship between the two items is cohesive in the text or not.
- For Substitution classify the item according to the type of substitution, say which other item in the text it is replacing and discuss the cohesive function of the substitute item.

NB: If you have any doubts about your interpretation of the cohesive relations in the text when you are checking your work, do not hesitate to contact Prof. Spínola to discuss the differences that you might have found.

(Please, add line numbers before you start.)

1. A Hairy Problem Solved

Men have always searched for the perfect close shave. Cave drawings show that the earliest razors were sharks' teeth and clam shells. Sharpened flint was used where it could be found. The Egyptians 6000 years ago made razors from solid gold. By the eighteenth century they had developed into elaborate steel devices. Nevertheless one painful problem remained: men continued to cut themselves.

In 1762, a Frenchman named Jean-Jacques Perret found a way of protecting the shaver's skin by attaching a safety guard to the steel blade. Perret even wrote a book about shaving called *Pogotonomy or the Art of Learning to Shave*. However, his invention remained relatively unknown. As a result, millions of male chins still suffered the consequences daily.

One such chin belonged to King Camp Gillette, a travelling salesman from Wisconsin, in the United States. One of Gillette's bosses was William Painter, the inventor of the disposable bottle-cap. Painter told Gillette that he would become rich if only he invented "something which will be used once and thrown away". The customer would have to come back and buy another.

The answer came to Gillette in front of his shaving mirror in 1895. He realised that only the straight edge of his old-fashioned razor was doing any work. Why not substitute a thin steel blade that could be held in a clamp and thrown away? "I stood before the mirror in a trance of joy", he wrote to his wife. "Our future is made."

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But for six years, he failed to convince people. Finally, Gillette met a mechanic named William Nickerson, and together they formed the American Safety Razor Company. They took out a patent in Boston in 1901. In 1903 they sold just 51 razors and 168 blades. They persevered and by the end of 1904 they had parted with 90,000 razors and 124,000,000 blades.

1. (l. 4) ... sharpened **flint** was used...
2. (l. 4) ... where **it** could be found...
3. (l. 5) The Egyptians... made **razors**...
4. (l. 6) ... **they** had developed into...
5. (l. 6) ... into elaborate steel **devices.**
6. (l. 6) **Nevertheless** one painful problem...
7. (l. 7) ... **men** continued to cut...
8. (l. 10) **However**, his invention remained...
9. (l. 10) ... **his** invention remained...
10 (l. 11) **As a result**, millions of male chins...
11. (l. 12) One **such** chin...
12. (l. 14) ... **he** would become rich...
13. (l. 14) ... if only he **invented**:..
14. (l. 15) ... the **customer** would have to come back...
15. (l. 19) ... **I** stood before...
16. (l. 19) ... **the** mirror...
17. (l. 19) ... the **mirror**...
18. (l. 20) ...**our** future is made.
19. (l. 21) **But** for six years...
20. (l. 22) ... **the** American Safety Razor Company.
21. (l. 22) **They** took out a patent...
22. (l. 24) ... by the end of **1904**
23. (l. 24) ... and 124,000,000 **blades**.

Key to text 1

1. (l. 4) flint: Lexical cohesion. Synonymy without identity of reference. Use of a co-hyponym: flint, sharks' teeth and clam shells are kinds of raw material. The relation is cohesive.
2. (l. 4) it: Personal reference; other roles, specific, singular, non-human. It refers to sharpened flint. The relation is endophoric, anaphoric, non-cohesive.
3. (l. 5) razors: Lexical cohesion. Repetition without identity of reference. It links with razors on line 4. The relation is cohesive.
4. (l. 6) they: Personal reference; other roles, specific, plural. It refers to razors on line 5. The relation is endophoric, anaphoric, cohesive.
5. (l. 6) devices: Lexical cohesion. Synonymy without identity of reference. Use of a superordinate: devices is a superordinate of razors. The relation is cohesive.
6. (l. 6) Nevertheless: Conjunction; enhancement, causal-conditional, specific, concessive. In spite of the fact that razors had developed into elaborate devices, men continued to cut themselves.
7. (l. 7) men: Lexical cohesion. Repetition without identity of reference. It links with men on line 3. The relation is cohesive.
8. (l. 10) However: Conjunction; enhancement, causal-conditional, specific, concessive. Although Perret found a way of protecting the shaver's skin, his invention passed unnoticed.
9. (l. 10) his: Personal reference, other roles, specific, singular, human male. It refers to Perret on line 9. The relation is endophoric, anaphoric, cohesive.
10. (l. 10) As a result: Conjunction; enhancement, causal-conditional, specific, result. Men continued to cut themselves because Perret's invention did not become popular.

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11. (l. 12) such: Comparative reference, general comparison, similarity. It refers to the millions of male chins who suffered the consequences daily. The relation is endophoric, anaphoric, cohesive.
12. (l. 14) he: Personal reference, other roles, specific, singular, human male. It refers to Gillette on line 14. The relation is endophoric, anaphoric, non-cohesive.
13. (l. 14) invented: Lexical cohesion. Repetition without identity of reference. It links with inventor on line 13. The relation is cohesive.
14. (l. 15) customer: Lexical cohesion. Collocation. It links with travelling salesman on line 12. The relation is cohesive.
15. (l. 19) I: Personal reference, speech roles, speaker only. It refers to he on line 17 (the relation is endophoric, anaphoric, cohesive) and to he on line 19 (the relation is endophoric, cataphoric, non-cohesive).
16. (l. 19) the: Demonstrative reference, neutral item. It refers to his shaving mirror on line 17. The relation is endophoric, anaphoric, cohesive.
17. (l. 19) mirror: Lexical cohesion. Repetition with identity of reference. It links with his shaving mirror on line 17. The relation is cohesive.
18. (l. 20) our: Personal reference, speech roles, speaker plus. This is an instance of "mixed we" which means "I and you". It refers to he (Gillette) and his wife. The relation is endophoric, anaphoric, cohesive.
19. (l. 21) But: Conjunction; enhancement, causal-conditional, specific, concessive. Even if Gillette expected immediate success, it took him six years to convince people.
20. (l.22) the: Demonstrative reference, neutral item. Exophoric reference: there is only one American Safey Razor Company.
21. (l. 22) they: Personal reference; other roles, specific, plural. It refers to Gillette and Nickerson. The relation is endophoric, anaphoric, cohesive.
22. (l. 24) 1904: Lexical cohesion. Collocation. It links with all the years mentioned previously. The relation is cohesive.
23. (l. 24) blades: Lexical cohesion. Repetition without identity of reference. It links with blades on the previous line. The relation is cohesive.

(Please, add line numbers before you start.)

2. LIGHTNING STRIKE

It is not surprising that people in the past were afraid of lightning and thought that it was a sign of anger from their gods. In fact we still find lightning thrilling and fascinating. It is now also an important area of research for scientists, who are trying to uncover its secrets and are looking for ways to predict storms and protect people against lightning strikes.

Before scientists started this vital work people could not do very much to protect themselves or their buildings from lightning. In fact up until the eighteenth century people were given dramatic proof that lightning really can strike the same place twice. Between 1388 and 1762, the famous bell tower of San Marco in Venice was severely damaged or completely destroyed nine times.

In England and Wales things are not quite as bad as they were in Italy, but about a dozen people are struck by lightning every year and a quarter of those are killed as a result. Men are six times more likely to be struck by lightning than women.

Things used to be much worse. According to research by Dr Derek Elsom the number of fatalities has dropped by 80 per cent since the mid-1850s. This isn't because lightning is less common, but because fewer people now work in the open.

The experience of Roy Sullivan just goes to show how dangerous it can be to work outside. Roy, a former park ranger in Virginia, USA, held the world record for being struck by lightning. He was first hit in 1942, losing just the nail from his big toe. He was struck again in

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1969, 1970, 1972 and 1973. In 1976 a strike hurt his ankle and in 1977 he suffered chest and stomach burns. After surviving all this, he killed himself in 1983!

Predicting when and where lightning is likely to strike is one of the ways we have made it less of a danger. Forecasting lightning is taken most seriously in America, where scientists keep a constant lookout for weather satellites and ground-based stations. Once the storms appear, teams of observers in the areas at risk report back on where the storm is and where it is going.

But even the most advanced forecasting systems can sometimes be caught out when the weather springs one of its surprises. In March 1993, Florida and other states of America were struck by driving blizzards - and severe lightning storms. At the peak the "Sunshine State" was hit by an astonishing 5,000 strikes an hour. The cause of the storm and the reason it suddenly died out as it travelled north, is yet another mystery of the lightning phenomenon.

1. (l. 4) ... **it** was a sign of...
2. (l. 5) ... from **their** gods.
3. (l. 5) **In fact** we still find...
4. (l. 5) In fact **we** still find...
5. (l. 5) ... we still find **lighting**...
6. (l. 5) ... **it** is now...
7. (l. 7) ... to predict **storms**...
8. (l. 8) Before **scientists** started...
9. (l. 8) ... **this** vital work...
10. (l. 8) ... to **protect** themselves...
11. (l. 9) **In fact**, up until...
12. (l. 10) ... really can **strike**...
13. (l. 11) ... **the** famous tower...
14. (l. 13) ... not quite **as** bad...
15. (l. 16) ... to be much **worse**...
16. (l. 17) **This** isn't because...
17. (l. 17) ... lighting is **less** common...
18. (l. 20) ... work **outside**.
19. (l. 21) ... **he** was first hit...
20. (l. 21) ... he was first **hit**...
21. (l. 23) ... **stomach** burns...
22. (l. 23) After surviving all **this**...
23. (l. 25) **Forecasting** lighting...
24. (l. 27) ... teams of **observers**...
25. (l. 28) **But** even the most advanced...
26. (l. 29) ... **other** states of America...
27. (l 29) ... the **'Sunshine State'** was hit...

Key to text 2

1. (l. 4) it: Personal reference; other roles, specific, singular, non-human. It refers to 'lighting'. The relation is endophoric, anaphoric, non-cohesive.
2. (l. 5) their: Personal reference; other roles, specific, plural. It refers to 'people'. The relation is endophoric, anaphoric, non-cohesive.
3. (l. 5) In fact: Conjunction: elaboration, clarification, verificative. We shouldn't be surprised that people in the past were afraid of lighting because we still find it thrilling and fascinating.
4. (l. 5) we: Personal reference, speech roles, speaker plus. The relation is exophoric.
5. (l. 5) it: Personal reference; other roles, specific, singular, non-human. It refers to 'lighting' in previous lines. The relation is endophoric, anaphoric, cohesive.

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6. (l. 7) storms: Lexical cohesion. Collocation: this item links with 'lighting'. The relation is cohesive.
7. (l. 8) scientists: Lexical cohesion. Repetition without identity of reference: this item links with 'scientists' on line 6. The relation is cohesive
8. (l. 8) this: Demonstrative reference, selective items, participant, singular, near. It refers to 'looking for ways to predict storms and protect people against lightning strikes'. The relation is endophoric, anaphoric, cohesive; it is an instance of extended reference.
9. (l. 9) In fact: Conjunction: elaboration, clarification, verificative. Before the 18th century, people could do very little to protect their buildings from lighting and so they could not avoid the damage to and the destruction of the famous bell tower of San Marco on nine different occasions.
10. (l. 10) strike: Lexical cohesion. Repetition without identity of reference: this item links with 'strikes' on line 8. The relation is cohesive.
11. (l. 11) the: Demonstrative reference, neutral item. The relation is exophoric (there is only one famous bell tower of San Marco in Venice).
12. (l. 13) as: Comparative reference, particular comparison, quality (adv. of comparison submodifying an adj.). It refers to 'as they were in Italy'. The relation is endophoric, cataphoric, structural (non-cohesive)
13. (l. 16) worse: Comparative reference, particular comparison, quality (comparative adj.). It refers to 'than they are now': the description of the present day situation appears in the previous paragraph. The relation is endophoric, anaphoric, cohesive.
14. (l. 17) this: Demonstrative reference, selective items, participant, singular, near. It refers to the fact that the number of fatalities has dropped by 80% since the mid-1850's. The relation is endophoric, anaphoric, cohesive. This is an instance of text reference.
15. (l. 17) less: Comparative reference, particular comparison, quality (comparative adj.). It refers to 'before the mid-1850's'. The relation is endophoric, anaphoric, cohesive.
16. (l. 20) outside: Lexical cohesion. Synonymy without identity of reference: this item is a synonym of 'in the open' on the previous line. The relation is cohesive.
17. (l. 21) he: Personal reference, other roles, specific, singular, human male. It refers to 'Roy' on the previous line. The relation is endophoric, anaphoric, cohesive.
18. (l. 21) hit: Lexical cohesion. Synonymy without identity of reference: this item is a synonym of 'struck' in the previous sentence. The relation is cohesive.
19. (l. 23) stomach: Lexical cohesion. Collocation: this item links with the parts of the body which appear before. The relation is cohesive.
20. (l. 23) this: Demonstrative reference, selective items, participant, singular, near. It refers to all the lighting strikes he survived. The relation is endophoric, anaphoric, cohesive and is an instance of text reference.
21. (l. 25) forecasting: Lexical cohesion. Synonymy without identity of reference: this item is a synonym of 'predicting' on the previous line. The relation is cohesive.
22. (l. 27) observers: Lexical cohesion. Synonymy without identity of reference: this item is a near synonym of 'scientists' on the previous line. The relation is cohesive.
23. (l. 28) But: Conjunction, enhancement, conditional, concessive. Although observers report back on where the storm is going, their systems can fail.
24. (l. 29) other: Comparative reference, general comparison, difference. It refers to 'Florida'. The relation is endophoric, anaphoric, non-cohesive.
25. (l. 29) 'Sunshine State': Lexical cohesion. Repetition with identity of reference: this item links with 'Florida' on the previous line, and the presence of the indicates that Florida and 'Sunshine State' are the same thing. The relation is cohesive.

(Please, add line numbers before you start.)

3. NDE

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If they are about to die it is either because a person is critically ill or has been in a serious accident and therefore they are usually in great pain or suffering great terror, which is not helped by the distress of the relatives of this person. Suddenly, however, there is a feeling of peace and great happiness.

Then there is usually a strange buzzing noise in the ears and a feeling as if the soul has escaped from the body. In some cases it is attached to the top of the head at first, by a silvery chord, but that eventually floats away. People who have NDEs at this point sometimes hover near the ceiling and often feel that it is a bit silly or boring. Or they sometimes float about the hospital, eavesdropping on people's conversations, which can be useful evidence later.

Next is the feeling of being pulled very fast up a dark tunnel with a bright light at the end. Some people see a bright figure at the end. One would expect them to be afraid, but people say they felt incredibly excited and happy, and had warm feelings. Some NDErs are told to go back at this stage because they are not ready to die. However, most people beg to be allowed to stay and if they do they arrive at their destination.

Most people describe it as a garden full of a magical light and (usually blue) colour. At times wonderful music can be heard. The NDErs look around the place and meet relatives and friends who have died. These deceased relatives and friends often tell them things about the future which often come true. But the experience ends here, with the NDErs being told they have to return and finish their time on earth.

Then they regain consciousness- it is a feeling which has been described as being pulled back like a piece of elastic. They start to feel pain again, and also feel very distressed about having returned.

People often change quite a lot as a result of it. They are less worried about the material aspects of life and more interested in the spiritual, although some people who have previously been very religious might not be interested in their religion any more. Nobody who has suffered an NDE ever fears death again and many of them are fascinated by the paranormal.

1. (l. 4) ...if **they** are about to die...
2. (l. 6) ...the relatives of **this** person.
3. (l. 7) Suddenly, **however**,...
4. (l. 7) ...a feeling of peace and **great** happiness.
5. (l. 8) **Then** there is usually...
6. (l. 9) ...has escaped from **the** body.
7. (l. 9) ...in some cases **it** is attached...
8. (l. 10) ...the top of the **head**...
9. (l. 10) ...but **that** eventually...
10. (l. 11) ...**at this point** sometimes...
11. (l. 11) ...that **it** is a bit silly...
12. (l. 12) ...**float** about the hospital...
13. (l. 12) ...float about **the** hospital...
14. (l. 14) **Next** is the feeling...
15. (l. 14) ...a **bright** light...
16. (l. 15) **One** would expect...
17. (l. 16) ...expect **them** to be...

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18. (l. 17) ...to go back at **this** stage.
19. (l. 17) ...because **they** are not ready...
20. (l. 18) **However**, most people beg...
21. (l. 18) ...most people beg to **stay**...
22. (l. 18) ...if they **do**...
23. (l. 20) ...most people describe **it**...
24. (l. 21) ...look around the **place**...
25. (l. 22) ...**these** deceased relatives and friends...
26. (l. 23) ...**the** experience ends here...
27. (l. 24) ...the experience ends **here**...
28. (l. 26) **Then** they regain consciousness...
29. (l. 26) ...**it** is a feeling which...
30. (l. 28) ...and also **feel** very distressed...
31. (l. 29) ...as a result of **it**.
32. (l. 29) ...they are **less** worried...
33. (l. 30) ...interested in the **spiritual**...
34. (l. 33) ...many of **them** are fascinated...

Key to text 3

1. (l. 4) they: Personal reference; other roles, specific, plural. It refers to 'a person'. The relation is endophoric, cataphoric, non-cohesive.
2. (l. 6) this: Demonstrative reference, selective items, participant, singular, near. It refers to 'person' on line 4. The relation is endophoric, anaphoric, non-cohesive.
3. (l. 7) however: Conjunction, extension, addition, adversative. The description contrasts the pain and suffering of the dying person with the positive feelings of the near death experience.
4. (l. 7) great: Lexical cohesion. Repetition without identity of reference: this item repeats the item 'great' two lines above. The relation is cohesive.
5. (l. 8) Then: Conjunction, enhancement, spatio-temporal, simple, following. This item introduces a second stage in the near death experience.
6. (l. 9) the: Demonstrative reference, neutral item. The relation is exophoric.
7. (l. 9) it: Personal reference; other roles, specific, singular, non-human. It refers to 'the soul'. The relation is endophoric, anaphoric, cohesive.
8. (l. 10) head: Lexical cohesion; collocation: this item links with 'body' in the previous sentence. The relation is cohesive.
9. (l. 10) that: Demonstrative reference, selective items, participant, singular, far. It refers to 'a silvery chord'. The relation is endophoric, anaphoric, non-cohesive.
10. (l. 11) at this point: Conjunction, enhancement, spatio-temporal, complex, punctiliar. The writer wants to make it clear that s/he is still describing the second stage in the experience.
11. (l. 11) it: Personal reference; other roles, specific, singular, non-human. It refers to 'hover near the ceiling'. The relation is endophoric, anaphoric, non-cohesive. This is an instance of extended reference.
12. (l. 12) float: Lexical cohesion; repetition without identity of reference: this item repeats 'float' on the previous line. It may also be accounted for as collocation, linking with 'hover' in the previous sentence. In both cases, the relation is cohesive.
13. (l. 12) the: Demonstrative reference, neutral item. The relation is exophoric.
14. (l. 14) Next: Conjunction, enhancement, spatio-temporal, simple, following. The writer uses this item to introduce the third step in the experience.
15. (l. 14) bright: Lexical cohesion; synonymy without identity of reference: this item is an antonym of 'dark' on the same line. The relation is non-cohesive.
16. (l. 15) One: Personal reference, other roles, generalized human. The relation is exophoric.
17. (l. 16) them: Personal reference; other roles, specific, plural. It refers to 'some people who see a bright figure at the end'. The relation is endophoric, anaphoric, cohesive.

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18. (l. 17) this: Demonstrative reference, selective items, participant, singular, near. It refers to the stage described before, i.e. when they see the bright light or the bright figure at the end of the tunnel. The relation is endophoric, anaphoric, cohesive.
19. (l. 17) they: Personal reference; other roles, specific, plural. It refers to 'some NDErs' in the same sentence. The relation is endophoric, anaphoric, non-cohesive.
20. (l. 18) However: Conjunction; enhancement, causal-conditional, specific, concessive. In spite of the fact that they are not ready to die yet, and that they can go back, some NDErs ask for permission to stay on.
21. (l. 18) stay: Lexical cohesion. Synonymy without identity of reference: this item is an antonym of 'go back' in the previous sentence. The relation is cohesive.
22. (l. 18) do: Verbal substitution. This item is substituting for 'stay' in the same sentence. The relation is endophoric, anaphoric, non-cohesive.
23. (l. 20) it: Personal reference; other roles, specific, singular, non-human. It refers to the stage described before, when NDErs reach the end of the tunnel. The relation is endophoric, anaphoric, cohesive.
24. (l. 21) place: Lexical cohesion. Synonymy with identity of reference: this item is a general noun which is used instead of repeating the noun 'garden' in the previous sentence. The relation is cohesive.
25. (l. 22) these: Demonstrative reference, selective items, participant, plural, near. It refers to the relatives and friends that have been mentioned before. The relation is endophoric, anaphoric, cohesive.
26. (l. 23) the: Demonstrative reference, neutral item. The relation is endophoric, anaphoric, cohesive because 'the' refers to the experience described all throughout the text (in fact, the noun 'experience' which follows this 'the' is working as a general noun to summarise the different stages of a NDE).
27. (l. 24) here: Demonstrative reference, selective items, circumstance, place, near. It refers to the stage described before, when NDErs meet their deceased relatives and friends. The relation is endophoric, anaphoric, cohesive.
28. (l. 26) Then: Conjunction, enhancement, spatio-temporal, simple, following. After the experience ends, NDErs regain consciousness.
29. (l. 26) it: Personal reference; other roles, specific, singular, non-human. It refers to 'regaining consciousness'. The relation is endophoric, anaphoric, non-cohesive, and it is an instance of extended reference.
30. (l. 28) feel: Lexical cohesion. Repetition without identity of reference: this item links with 'feel' in the same sentence (the relation is non-cohesive) and with 'feeling' in the previous sentence (the relation is cohesive).
31. (l. 29) it: Personal reference; other roles, specific, singular, non-human. It refers to the whole experience described in the text. The relation is endophoric, anaphoric, cohesive and it is an instance of text reference.
32. (l. 29) less: Comparative reference, particular comparison, quality (comparative adjective). It refers to their lives before the experience: NDErs are less worried about the material aspects of life and more interested in the spiritual (aspects of life) than they used to be before they had this experience. The referent is not explicitly stated in the text: it is implicit. In cases such as these, the relation can be described as endophoric, because the referent may be inferred from the information in the text or it may also be described as exophoric, because the referent is not in the text. In either case, the relation is non-cohesive.
33. (l. 30) spiritual: Lexical cohesion. Synonymy without identity of reference: this item is an antonym of 'material' in the same sentence. The relation is non-cohesive.
34. (l. 33) them: Personal reference; other roles, specific, plural. It refers to 'nobody who has suffered an NDE'. The relation is endophoric, anaphoric, non-cohesive.

Text 4

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A: Oh, go on, oh, look. I don't want that, I don't want the red one. I actually just want to borrow the blue one. Oh, it's beautiful, go on, you know it suits me, please!

1. "I don't want the red **one**."
2. "...to borrow the blue **one**."

Text 5

A: Are you good at your job? Are you worth more than you're getting paid? If so, how much?

3. "If **so**,..."

Text 6

A: ... and also if those people that can afford private education, that releases more money for the state, for the state schools, doesn't it?
B: Well, does it? Do you really think the money gets back there? I don't think it does.

4. "I don't think it **does**."

Text 7

(from *Taste*) 'Now! he cried as he came towards the table. 'What about this one, Richard? You'll never name this one!

5. "What about this **one**..."
6. "... name this **one**!"

Text 8

(from *Taste*) 'Oh, Daddy, I don't like it. I think it's silly.'
'So do I,' the mother said.

7. "So **do** I"

Text 9

(from *Telling Stories*) 'I want to do what's best, what's the most fair,' Andrew said. And he did, Irene could see that, in the situation which he had brought about, he still wanted to be fair.

8. "And he **did**,..."

Text 10

(from *The Coward*) Then there was the time he got a job driving one of the diesel-buses. He drove the bus out of the city to Carenage, five miles away, and told the passengers to get out and bathe. He stood by to see that they did.

9. "... to see that they **did**."

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Text 11

(from *The Model Millionaire*)'An amazing model?' shouted Trevor at the top of his voice; 'I should think so!'

10. "I should think **so**!"

Text 12

(from *The Model Millionaire*) 'Well, I think the model should have a percentage,' cried Hughie, laughing; 'they work as hard as you do.'

11. "... as hard as you **do**."

Text 13

(from *The Model Millionaire*)

> 'You don't mean to say you talked to him about her?' said Hughie.
> 'Certainly I did. He knows all about the relentless colonel, the lovely Laura, and the £ 10,000.'

12. "Certainly I **did**."

Key to texts 4 – 13

1. one: Nominal substitution. It replaces 'that' (whatever 'that' refers to exophorically). The relation is endophoric, anaphoric, cohesive.
2. one: Nominal substitution. This second instance of one also replaces 'that' (whatever 'that' refers to exophorically). The relation is endophoric, anaphoric, cohesive.
3. so: Clausal substitution, condition. It replaces "you are worth more than you're getting paid". The relation is endophoric, anaphoric, cohesive.
4. does: Verbal substitution. It replaces "gets back there". The relation is endophoric, anaphoric, cohesive.
5. one: Nominal substitution. It substitutes for whatever the speaker is holding in his hands. The relation is exophoric.
6. one: Nominal substitution. It substitutes for whatever the speaker is holding in his hands. The relation is exophoric.
7. do: Verbal substitution. It replaces "think it's silly". The relation is endophoric, anaphoric, cohesive.
8. did: Verbal substitution. It replaces "want to do what's best, what's the most fair". The relation is endophoric, anaphoric, cohesive.
9. did: Verbal substitution. It replaces "got out and bathed". The relation is endophoric, anaphoric, cohesive.
10. so: Clausal substitution, report. It replaces "(it's) an amazing model". The relation is endophoric, anaphoric, cohesive.
11. do: Verbal substitution. It replaces "work". The relation is endophoric, anaphoric, non-cohesive.
12. did: Verbal substitution. It replaces "talked to him about her". The relation is endophoric, anaphoric, cohesive.

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ENGLISH LANGUAGE I Final Examination

A. Read the following extract.

Achievements

My parents ran a tea-room where they also lived, and I was born in one of the upstairs rooms there. We moved around quite a lot when I was young. I was three or four when we left Upton and went to the Midlands. We seemed to have so many family houses. All the moving also meant changing schools. I attended about four schools and four different technical colleges after that. I did reasonably well at school, finishing up with a couple of O-levels and quite a few CSEs. But it didn't make it any easier switching schools so many times.

The thing I enjoyed most about my first two schools was being captain of the football and cricket teams. I always loved sport and games. At my second school I worked my way into the chess team deliberately to get out of Latin. I had always hated it and it got even worse at this school. In fact I wasn't interested in the academic side at all until I moved to my next school.

Even then, though, it was a rather traumatic experience because I joined in the middle of the year. Previously I'd always been in classes of fifteen; suddenly it was thirty. I'd always been to all-boys schools; now it was mixed. I had no friends there and I got into trouble and fights. It was a difficult time, but I started to learn how to look after myself.

It didn't help when I had to take time off school to race karts. The school was fine about it, but some of the kids weren't. When I was chosen to represent the country in Holland, the headmaster was genuinely pleased for me and announced at assembly that I was getting a special two week leave. Afterwards in the playground I was beaten up by some older boys. They were presumably a bit jealous and thought it was favouritism. The truth is that getting time off doesn't help anyone, because you have to work harder to catch up on your school work. That's not an easy situation for an eleven-year-old.

Instead of doing my homework in the evening, I used to go home and work on my kart, tuning the engine, fiddling about, polishing it up. If I had polished it one night, I would still go home the next night and polish it again. It was a fascination for me and one I certainly don't regret. It kept me off the streets and I started winning races.

Through those years I never put myself up against anyone and thought: "I'm better than he is." I've always preferred to think that given equal opportunity and equipment I do a good job, if not a better one than the next person. The reality of trying to achieve something you want to do is terribly frightening. I went from juniors to seniors to the national and international races. Each time you move up a level you start at the bottom again. Just because you were champion in the class below does not mean you will be in the next class. All of a sudden you realise how much harder it is.

B. Classify the following items in the text and discuss their cohesive function.

- For Reference classify the item in the relevant system, state what the referent is and discuss the cohesive function of the reference item.
- For Conjunction classify the item, state which ideas are being related and explain the meaning of the relationship expressed by the conjunctive item.
- For Lexical Cohesion state one possible link for the item, classify the lexical relationship between the two and say whether the relationship between the two items is cohesive in the text or not.
- For Substitution classify the item according to the type of substitution, say which other item in the text it is replacing and discuss the cohesive function of the substitute item.

1. (l. 7) ... four different technical colleges after **that**.

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2. (l. 8) **But** it didn't make it any easier...
3. (l. 8) ... it didn't make it any easier **switching** schools so many times.
4. (l. 11) ... my way into the **chess** team...
5. (l. 11) ... it got even worse at this **school**.
6. (l. 12) **In fact** I wasn't interested...
7. (l. 13) Even **then**, though, it was a rather...
8. (l. 13) Even then, **though**, it was a rather...
9. (l. 20) **They** were presumably a bit jealous...
10. (l. 21) ... and thought **it** was favouritism...
11. (l. 22) ... you have to work **harder** to catch up...
12. (l. 26) ...and **polish** it again.
13. (l. 26) ... and **one** I certainly...
14. (l. 28) The reality of trying to achieve something **you** want to do...

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